

FELTON LABORATORY

P.O. Box 7037
Orangeburg, S.C. 29117

GRADES K-8 Middle School

ENROLLMENT 252 Students

INTERIM DIRECTOR Henry Murdaugh 803-536-7034

DEAN Dr. Emma G. Joyner-Fleming 803-536-8655

BOARD CHAIR

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
N/A	N/A	N/A	N/A	N/A

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 10 out of 10 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

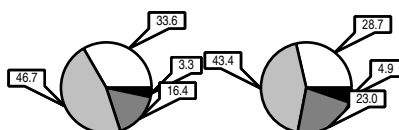
FOR MORE INFORMATION, VISIT WEBSITES AT:




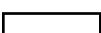
WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Below Average	Average	N/A
2003	Average	Below Average	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Our School****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	20	56	28
Percent satisfied with learning environment	52.6%	65.4%	53.6%
Percent satisfied with social and physical environment	60.0%	73.1%	48.1%
Percent satisfied with home/school relations	75.0%	92.3%	53.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	175	99.4	28.7	43.4	23.0	4.9	27.9	17.6
Gender								
Male	86	97.7	40.7	33.9	25.4	N/A	25.4	17.6
Female	90	100.0	17.5	52.4	20.6	9.5	30.2	17.6
Racial/Ethnic Group								
White	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	173	98.8	29.2	44.2	22.5	4.2	26.7	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	176	98.9	28.9	43.0	23.1	5.0	28.1	17.6
Disabled	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	176	98.9	28.7	43.4	23.0	4.9	27.9	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	176	98.9	28.7	43.4	23.0	4.9	27.9	17.6
Socio-Economic Status								
Subsidized meals	71	100.0	31.4	54.3	11.4	2.9	14.3	17.6
Full-pay meals	103	98.1	27.6	39.1	27.6	5.7	33.3	17.6

Mathematics								
All students	175	99.4	33.6	46.7	16.4	3.3	19.7	15.5
Gender								
Male	86	97.7	37.3	45.8	13.6	3.4	16.9	15.5
Female	90	100.0	30.2	47.6	19.0	3.2	22.2	15.5
Racial/Ethnic Group								
White	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	173	98.8	34.2	47.5	16.7	1.7	18.3	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	176	98.9	33.1	47.1	16.5	3.3	19.8	15.5
Disabled	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	176	98.9	33.6	46.7	16.4	3.3	19.7	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	176	98.9	33.6	46.7	16.4	3.3	19.7	15.5
Socio-Economic Status								
Subsidized meals	71	100.0	40.0	51.4	5.7	2.9	8.6	15.5
Full-pay meals	103	98.1	31.0	44.8	20.7	3.4	24.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	37	N/A	14.8	63.0	18.5	3.7	22.2
	Grade 4	29	N/A	26.1	56.5	17.4	N/A	17.4
	Grade 5	26	N/A	40.0	40.0	20.0	N/A	20.0
	Grade 6	24	N/A	33.3	23.8	38.1	4.8	42.9
	Grade 7	24	N/A	23.5	58.8	17.6	N/A	17.6
	Grade 8	31	N/A	32.3	45.2	22.6	N/A	22.6
2003	Grade 3	25	100.0	12.5	25.0	50.0	12.5	62.5
	Grade 4	33	97.0	16.0	48.0	32.0	4.0	36.0
	Grade 5	31	96.8	65.0	30.0	5.0	N/A	5.0
	Grade 6	31	100.0	40.9	27.3	18.2	13.6	31.8
	Grade 7	30	100.0	13.6	54.5	31.8	N/A	31.8
	Grade 8	26	100.0	23.5	76.5	N/A	N/A	N/A

Mathematics								
2002	Grade 3	37	N/A	15.4	61.5	19.2	3.8	23.1
	Grade 4	29	N/A	50.0	30.8	11.5	7.7	19.2
	Grade 5	26	N/A	50.0	34.6	15.4	N/A	15.4
	Grade 6	24	N/A	33.3	66.7	N/A	N/A	N/A
	Grade 7	24	N/A	47.1	47.1	5.9	N/A	5.9
	Grade 8	31	N/A	58.1	38.7	3.2	N/A	3.2
2003	Grade 3	25	100.0	6.3	50.0	43.8	N/A	43.8
	Grade 4	33	97.0	20.0	52.0	24.0	4.0	28.0
	Grade 5	31	96.8	65.0	30.0	5.0	N/A	5.0
	Grade 6	31	100.0	22.7	50.0	18.2	9.1	27.3
	Grade 7	30	100.0	31.8	54.5	9.1	4.5	13.6
	Grade 8	26	100.0	58.8	41.2	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 252)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	Down from 5.4%	N/A	14.4%
Retention rate	0.4%	Up from 0.0%	N/A	2.3%
Attendance rate	98.8%	Up from 98.0%	N/A	95.2%
Eligible for gifted and talented	N/A	N/A	N/A	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	0.0%	No change	N/A	14.1%
Older than usual for grade	0.4%	Down from 0.8%	N/A	4.9%
Suspended or expelled	0.0%	No change	N/A	1.3%
Annual dropout rate	0.0%	No change	N/A	0.0%

Teachers (n= 17)				
Teachers with advanced degrees	82.0%	Down from 95.7%	N/A	47.1%
Continuing contract teachers	82.0%	Down from 91.3%	N/A	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	82.0%	Down from 91.3%	N/A	84.3%
Teacher attendance rate	99.6%	Up from 97.9%	N/A	95.0%
Average teacher salary	\$43,711	Down 1.9%	N/A	\$39,924
Prof. development days/teacher	5.0 days	Down from 14.2 days	N/A	10.7 days

School				
Principal's years at school	1.0	Down from 17.0	N/A	3.0
Student-teacher ratio	15.3 to 1	Down from 15.5 to 1	N/A	21.0 to 1
Prime instructional time	98.2%	Up from 95.5%	N/A	88.9%
Dollars spent per pupil*	\$7,705	Up 2.7%	N/A	\$5,854
Percent spent on teacher salaries*	67.7%	Down from 69.0%	N/A	62.0%
Opportunities in the arts	Fair	Down from Good	N/A	Good
Parents attending conferences	96.9%	Down from 99.0%	N/A	94.8%
SACS accreditation	yes	N/A	no	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Felton Laboratory School serves as a Professional Development School for the teacher education program at South Carolina State University. The organization of the school includes a kindergarten class, a lower school, and a middle school.

Felton served as a clinical site for four student teachers and introduced them to the latest in technology.

During the 2002-2003 school year, the administration provided parents and students feedback via parent conferences, general assemblies for students, newsletters, and the radio show. All teachers participated in a series of Professional Development workshops.

Overall, the instruction and instructional effectiveness are adequate. Observations by the Interim Director, Assistant Director, and the Curriculum Coordinator indicate that teachers plan and carry out appropriate lessons for their classes. A variety of methods are used and academically focused learning environments are provided. In addition, more than 436 university students participated in the program during the 2002-2003 school year. Included were four clinical experience students. The Pre-Step students completed more than 4360 hours of observations and/or participation.

Both Southern Association of Colleges and Schools and the S. C. Department of Education awarded continued accreditation with the status of "All Clear" for the 2002-2003 school year.

The test scores received for the 2002-2003 Palmetto Achievement Challenge Test (PACT) declined causing the school to receive an unsatisfactory absolute rating with an improvement rating of below average.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.